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ABSTRACT

This document outlines the Strategic Planning Initiative (SPI) for New Jersey's Salem Community College. This is the first plan the college has authored in seven years. The report provides a theoretical framework for heterarchical planning, which allows for complexity and interrelations of structural analysis, and lateral decision making. The process of decision making and its culture at Salem Community College has been the traditional top down command-and-control method. According to the document, this has been the result of the lack of planning coupled with a general lack of information about the institution's past and current students. The college has implemented several new programs to gather information about the college's past and current students, and tailored existing programs to better suit these individuals. The report contains and presents Salem Community College's 1999-2000 Strategic Plan, its authoring strategy, a timeline, and proposed strategy for strategic plan implementation. Transforming the college has become an important task to all of those involved with Salem Community College. Between February and May of 1999 over 80% of the Salem Community College personnel, the president, and the entire board of trustees were involved in the process of creating a culture of shared decision-making. The college plans to continue holding town hall meetings to discuss changes and restructuring efforts with its community. The document contains three appendices, which include the 1999-2000 SSC Strategic Plan, the Strategic Plan Authoring Strategy & Template, and the Senior Staff Planning/Leadership Retreat. Contains 21 references. (TGO)

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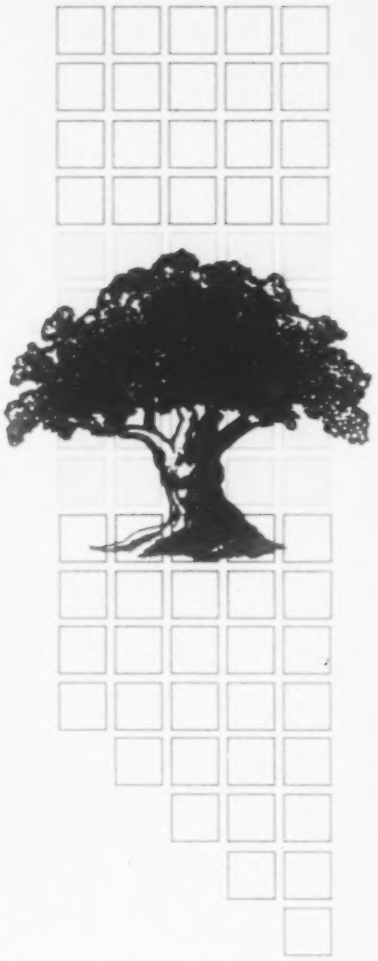

Salem Community College's 1999-2002 Strategic Plan Authoring & Implementation Strategy

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SALEM COMMUNITY COLLEGE'S 1999-2002 STRATEGIC PLAN
AUTHORING & IMPLEMENTATION STRATEGY

ABSTRACT

This report outlines Salem Community College's (New Jersey) Strategic Planning Initiative's (SPI) plan authoring template, leadership development retreat, and plan implementation strategy. The report presents the second phase of the SPI, and provides supplemental material to ED425791. The report provides a theoretical framework for heterarchical planning and lateral decision making. The report contains and presents Salem Community College's 1999-2002 Strategic Plan, its authoring strategy, a timeline and proposed strategy for strategic plan implementation, and the first stage of its departmental planning process (a staff leadership retreat). The leadership development retreat and timeline for departmental planning are designed to facilitate the implementation of the college's strategic plan.

Introduction

Salem Community College is a public, open admission, two-year institution of higher education authorized by the state of New Jersey to grant associate degrees (45 programs) and certificates (13 programs). The college, formally the Salem County Technical Institute (1957-1972) was founded in 1972 and was first accredited by the Middle States Association of Colleges and Schools in 1979. Salem Community College enrolls approximately 1,280 students.

The current enrollment represents a decrease of nearly 35% since 1994. The Office of Institutional Research and Development was abolished in 1993. In 1998, the Office of Institutional Research and Planning was established and charged with systemizing planning efforts and restoring the college's enrollment, retention rate, and systematic data-based decision-making structures.

The process of decision making at Salem Community College had emerged into a culture of anecdotal decision-making, and top down command-and-control management structures. The Office of Institutional Research and Planning was established and charged with the task of creating a culture of data based decision-making, shared decision-making, and lateral decision processes. To accomplish this goal a systematic heterarchical strategic planning process was created and implemented between

February-May 1999 (Austin, 1999). This process involved over 80% of all college personnel, the college president, and the entire Board of Trustees. The Director of Institutional Research and planning served as lead facilitator and coordinator of the process (Austin, 1999).

The institutional strategic planning process has come to conclusion and the Board of Trustees formally adopted the 1999-2002 Strategic Plan (Appendix A) on June 23, 1999. This report details the strategy utilized to move from planning as a process to creating a planning document. It illustrates the need to develop leadership skills and abilities to author a shared vision and plan, and suggests next steps in the implementation of the college's strategic plan.

Purpose of the Report

The purpose of this report is to demonstrate the strategy used to move from the planning process stage to the authoring and implementation stage. This report demonstrates and explicates the timeline and template used by Salem Community College for formal plan authoring (Appendix B), and suggests future leadership and department planning strategies for ensuring strategic plan implementation (Appendix C). This report presents the second step used by Salem Community College, after the formal strategic planning process was completed. Salem

Community College's formal strategic planning process is presented in ED425791. The fundamental purpose of this report is to explicate the system used to ensure the implementation of the college's strategic plan.

Significance to the Institution

Salem Community College had not developed a formal structured system of strategic planning in the past seven years. This lack of planning, coupled with a general lack of information about current students and the success of past students, created an atmosphere of unsuccessful anecdotal decision making. To counter this practice, the Office of Institutional Research and Planning was reestablished at Salem Community College. The Office of Institutional Research and Planning at Salem Community College is accountable to the president for all systemic planning. The office is responsible for the development of processes, creation and articulation of plans, implementation of plans, and the transformation of organizational culture to make plans achievable. The office's mission statement on planning states:

> "The Office of Institutional Research & Planning works directly for the President in assigning responsibilities for strategic planning implementation; and in monitoring and reporting on plan implementation. The OIR&P develops and hosts strategic planning retreats to discuss planning information and to establish the strategic institutional goals. The OIR&P assists all College administrative offices in the development,

> implementation, and accomplishment of strategic operational (departmental) plans."

Potential Outcomes

The potential outcome of the implementation of the college's strategic plan is the creation of an atmosphere of shared leadership, vision, and lateral processes. The goal of the strategic plan is a transformation of culture from one of failure to one of accomplishment.

In attempting to understand Salem Community College and plan for an organizational transformation it is beneficial to examine the role of structure and social relations within the college. Kontopoulos has demonstrated that the logics of structures have developed along five basic epistemic strategies: reductionism, constructionism, heterarchy, hierarchy, and transcendence/holism. Kontopoulos further argues that emergent heterarchy appears the most robust and most practical epistemological approach for understanding social structure and thus Salem Community College's organizational structure.

> "A theory of structures is, by necessity, a theory of levels. Different levels of structural analysis imply different units of analysis, which in an ascending order become dynamically different (in scale), larger (in size), and more complex (in information or entropic complexity). As we have already said, however, the relation between these units is not one of complete inclusion or suppression as one would expect in a hierarchical organization - something more complex takes place here, as the levels interrelate to

> each other in an 'entangled' way. (Kontopoulos, 1993, p. 287).

This epistemological theory of heterarchy demonstrates that organizational understanding should be shifted to embrace the ideas of emergence and complexity. It is this emergent complexity which must then be considered in any attempt to understand organizational change, and the type of leadership that will be needed at SCC to enact such transformations. It is the structure of heterarchy that guided the formulation of Salem Community College's strategic planning process (Austin, 1999).

Lawler further emphasizes these points in his book, From the Ground Up. He demonstrates that "Hierarchy is being dramatically reduced. It is increasingly common for large organizations to have single-digit management levels and double- or triple-digit reporting relationships." (Lawler, 1996, p. 5). Lawler argues for the notion of a "New Logic Corporation," where the key to organizational effectiveness is found within a lateral process striving for involvement of employees who add significant value. To Lawler, the development of the organization itself through the development of human resources and leadership becomes crucial. Lawler's epistemological strategy is (without ever being named as such) one of emergent heterarchy.

Salem Community College can succeed in its planning efforts if proper leadership and staff development are incorporated into its process (as demonstrated by Appendix C). The key to this is the understanding and implementation of a strategy that incorporates the epistemological approach of emergent heterarchy. "This is the true reason that top-down, hierarchical style of leadership is widely perceived as doomed to failure, even by those who aren't sure precisely why this should be so." (Hesselbein, et al., 1996, p. 22). Articles on leadership illustrate the need to incorporate heterarchical structural approaches into all administrative initiatives designed to transform higher education.

To address the problem of a stagnant organizational culture, a strategic planning process with an emergent heterarchical focus was created and implemented (Austin, 1999). This strategic planning process cross trained our current staff, identified current staffing weaknesses, invigorated and challenged existing staff, empowered line personnel, and synergized resources.

The culture of the college transformed to one of service, excellence, and quality. To meet the educational needs of the next century, Salem Community College must partner effectively, live up to its commitments, develop new paradigms, think "out of the box," etc. The management

and staff must share a common vision and mission that celebrates innovation, ingenuity, flexibility, and shared leadership. All of these outcomes could emerge from a process of strategic planing if developed correctly and emergently from within the current leadership core of the college. This report demonstrates one strategy of taking and organization's good intentions and authoring and implementing them.

Timelines

The following list of actions illustrates the timeline utilized to develop the college's strategic plan.

ACTION	Date Accomplished
Completed Actions	
• Strategic Plan Process Creation Committee formed --	December, 1998
• Strategic Plan Process Training - -	January, 1999
• Vision & Mission Revised --	February, 1999
• Situational (SWOT) Analysis --	March-April, 1999
• Planning Team Draft Action Plans --	May, 1999
• Planning Team Chair Authoring Template Developed & Implemented --	June, 1999
• Senior Staff Leadership Training Retreat Developed & Delivered --	June, 1999
• SCC Strategic Plan Adopted --	June 23, 1999
In Progress	

- Departmental Planning Process Developed -- July, 1999
- Senior Staff and Department Head Departmental Planning Retreat -- July 23, 1999
- Departmental Planning Begins -- Aug.1-Sept.30, 1999
- Leadership Reward System Developed - September 3, 1999
- Departmental Plans Completed -- September 30, 1999
- Activity Based Costing Budgets -- October 15, 1999
- Celebration -- November, 1999

REFELCTION/ANALYSIS

The development of a strategic planning process appears on the surface to be quite simple and clear. Books on planning (Bradford & Cohen, 1998, Fogg, 1999, and Juranski, 1993) demonstrate the ease of creating a planning process, structure, and model. Few books on planning go into the level of detail needed on how leadership will influence the implementation of a successful plan.

Few if any provide templates from moving from the level of process to the level of creating a final written plan (rather most institutions follow the practice of the planning office taking the notes and developing a final product). It is essential that the emergent planners work to author a final draft that envisions and incorporates their input. Often planning documents become stagnant, dust collecting, remnants of a past era. The goal should

be the development of a heterarchical process, the development of an authoring template, and most importantly the development of a future communication and leadership strategy for plan implementation.

No process, no matter how well thought out or developed will work without people willfully implementing it. Upon the completion of a strategic plan, the means to the successful implementation of the plan will be the successful development and implementation of administrative departmental plans. The key to all of this will be leadership, without sound leadership, none of the plans, no matter how well justified with data, or how well legitimated with structure, or how well documented by necessity will come to fruition.

The success of this planning exercise will depend on the college's ability to envision a future; and share this vision with the people, its partners. For each 'follower' is a partner in the success and failure of the institution. Each will be held accountable and each will enjoy the success Salem Community College achieves. The leaders must focus their attention on the people more than the process, for it is the people that will make the process and the institution a success, and this realization represents the next step in Salem Community College's planning initiative (see timeline and Appendix C).

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Introduction

Salem Community College is a public, open admission, two-year institution of higher education authorized by the state of New Jersey to grant associate degrees (30 active programs) and certificates (6 active programs). The College, formerly the Salem County Technical Institute, was founded in 1972 and was first accredited by the Middle States Association of Colleges and Schools in 1979.

Prior to this, Salem Community College traced its origins to 1957 when Salem County leaders called for the establishment of career education. Conferences between the Salem County superintendent of schools and the New Jersey assistant commissioner of education led to the foundation in 1958 of Salem County Technical Institute. The institute quickly established a reputation for excellence in post-secondary career education, particularly in the technical and health fields. In January 1971, Salem County Technical Institute became affiliated with Wilmington College, a four-year private college located in New Castle, Delaware. The affiliation enabled institute graduates to receive associate's degrees and to transfer credits towards bachelor's degrees in technology.

Recognizing the college-level caliber of the institute's programs, the Salem County Board of Chosen Freeholders requested approval to grant degree-awarding authority to the institute. The New Jersey Board of Higher Education evaluated the institute's programs and granted the request approval. On September 3, 1972, the Board of Chosen Freeholders established Salem Community College.

In April 1997, the Salem Community College Board of Trustees appointed President Peter B. Contini, Ed.D. In 1998, the Office of Institutional Research and

Planning was reestablished by Dr. Contini and charged with creating a strategic planning process that would lead to the development of a three-year plan for Salem Community College. The purpose of Salem Community College's strategic planning initiative was to develop a process that allowed the College to enter the 21st Century as an active agent in the educational advancement of the Salem County community. Strategic planning allowed College Board of Trustees, faculty, administration, staff, students and the local community to diligently reflect on the vitality of Salem Community College and its current and future relationship with all of its stakeholders.

The strategic planning process empowered the College community to reflect on the past, present, and future of the College and to consider its vision, mission, and goals. The College community worked through a collaborative process to evaluate the previous vision, mission, goals, and strategies; institutional effectiveness; current programs and academic assessment; retention and recruitment strategies; marketing; technology; facilities; and financial considerations.

Salem Community College planners labored to evaluate the structures currently in place. This document represents recommended changes, improvements, developments, and enhancements in light of this tremendous, empowering, and invigorating effort. This plan represents over six months of reflection and effort to create an instrument that can guide Salem Community College toward a bright future in the next millennium.

Vision & Mission of Salem Community College

In February of 1999, over eighty percent of the Salem Community College community (Board, administration, faculty, staff, students, and community members) met to revise the former mission statement. Throughout February and the following four months, strategic planning teams met to establish a set of strategic values that the College would focus on over the next three years. The tentative vision and mission stated below served as the compass that pointed us toward our future. The vision and mission statements below were formally adopted by the Board of Trustees on June 23, 1999, and will act to guide us through the implementation of this plan.

Vision Statement

To provide personalized educational opportunities that unlock the potential of all generations.

Mission Statement

We at Salem Community College believe that your success is our success. Our commitment is to provide quality and affordable education in a dynamic learning environment through personalized services to a diverse community.

These statements embody the essence of Salem Community College.

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Situational Analysis

The situational analysis examines the status of Salem Community College at the start of the strategic planning process. It examines both the internal and external factors that are likely to influence the future of Salem Community College. This analysis, coupled with the outcomes of strategic planning is designed to assert an estimate on where Salem Community College is today, and where it is expected to be three years from today.

Over the past five years, Salem Community College has been through tremendous periods of transformation and growth. During the last two years, the College has added the Salem Center, the Distance Learning Center to Donaghay Hall, and the newest addition, the Glass Center. In addition, Salem Community College added new courses and programs (i.e., INNOVATIONS, Glass Art, Internet Applications Developer), and increased the Fall 1998 headcount by 13% over the previous fall semester. Prior to this period of growth, the College faced a fiscal crisis, numerous changes in management, and a period of restructuring. The culture of the College must now be solidified through the development of a plan to capitalize on all available opportunities, strengthen all internal weaknesses, and celebrate all existing strengths.

The challenges currently faced are numerous but not insurmountable. Some of the key challenges faced include: declining credit hour enrollment (Fall 1993 – Fall 1998), the lowest student retention rate for degree seeking students on record, a decrease in the number of full-time employees, and growth only in part-time enrollment. In addition, the county continues to age, making traditional full-time students more difficult to attract. Perhaps the largest challenge to Salem Community College enrollment is the continued

level of economic and employment growth in the region that has lured many students away from entering college.

To counter these internal and external limitations, the College has experienced a level of unprecedented cooperation from both the county and state government. The generosity of both the county and state governments has allowed the College to improve its physical infrastructure and expand its budget without raising tuition. Additionally, monies made available for technology upgrades and labor grants for customized training are helping to improve both the technical capabilities and enrollment of Salem Community College.

As this plan demonstrates, the College has reached a crossroad in its future. Salem Community College has turned the corner toward perhaps its greatest level of potential success. The key to a successful future will be in the development and marketing of new and innovative programs, the review and revision of current programs, the measurement of student outcomes, the expansion of services, and the overall development of a culture of shared accomplishment. The quality of partnerships created with the county and state government, its students, its employees, local K-12 school districts, other colleges and universities, and most importantly its community will be the key to our success.

This plan is designed as a road map for change; to move the College expediently down the road from the corner recently turned. Salem Community College realizes its control over its destiny, and plans to be successful through shared vision, and through the cooperation and support of all stakeholders.

Salem Community College Values

During the spring semester of 1999, Salem Community College concentrated on reviewing its past, celebrating its strengths, and establishing its future. Eight planning teams met regularly to establish a set of values that would serve as a guide toward excellence. These values are designed to present and prioritize the actions that the college community has decided will move the institution toward a successful future.

Salem Community College's Strategic Values

1. ***Effective Teaching, Learning, & Assessment***
2. ***Expansion of Partnerships, Offerings, & Outreach***
3. ***Progressive Marketing, Enrollment Management, & Retention***
4. ***Revenue and Human Resource Optimization***
5. ***Enhanced Information Technology Infrastructure***
6. ***Progress and Growth in the Physical Infrastructure***
7. ***Elevated Internal and External Communication***

Inherent in every value, initiative, and goal of Salem Community College, the students and community remain the focus of our efforts.

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Effective Teaching, Learning, and Assessment

We are dedicated to the long-term success of those individuals who enrich our College by choosing to reach their personal and educational goals through our personalized services.

STRATEGIC ISSUES

- How can Salem Community College accurately measure students' achievement of learning objectives from a course, program, and institutional perspective and how can the College assist students in achieving performance outcomes?
- How can Salem Community College assist its faculty and staff in acquiring the skills they need to better assist students in achieving performance outcomes?
- What is the best way to conduct internal and external assessment of College programs?

HISTORICAL CONTEXT

Historically, program review has been an underutilized tool at Salem Community College due to a small number of faculty and staff, and the absence of quantitative data to assist in program measurement. New strategies are now being developed which accommodate faculty and staff limitations. The re-established Office of Institutional Research and Planning is also available to provide program data and assist in the establishment of measurable objectives.

In the past, some programs have been developed to address an immediate need of business and industry. Examples include Air Conditioning/Refrigeration Technology, Nuclear Engineering Technology, and Industrial Hygiene Technology programs. Once the need had been met, these programs were no longer viable, and have been discontinued. Some current programs consistently have low student numbers and need to be re-examined. Salem Community College needs to determine the best array of programs the College can offer. What programs should the College offer that will attract and retain students, while serving the needs of a diverse community? In addition to identifying current and new programs, objective student performance outcomes for courses, programs, and at the institutional level should be standardized.

STRATEGIC ACTIONS

Program and Performance Outcomes Assessment

First Initiative: Develop a process for the internal and external assessment of current and future curriculum and programs.

Responsibility: Dean of Academic and Student Affairs, Curriculum Review Committee, Cluster Coordinators

Timeline: Methodology & Schedule Developed: December 1999
Advisory Committees for First Set of Programs under Review Established: January 2000
Remainder of Advisory Committees Established: June 2000
First set of programs reviewed: January 2000-December 2000 (Ongoing)

Second Initiative: Develop and implement a systematic approach to assisting students in achieving appropriate performance outcomes at the course, program, and the college level.

Responsibility: Dean of Academic and Student Affairs, Assistant Dean of Academic Affairs, Cluster Coordinators

Timeline: Methodology & Schedule Developed: January 2000
Pilot Outcome Assessment Model on Programs Under Review (in Initiative #1 above): January - December 2000
Full Implementation on Programs: December 2001
Full Implementation on Courses: December 2001
Evaluation of Outcomes Assessment System: August 2002

Faculty Development & Training

First Initiative: Develop a comprehensive professional development plan for faculty and staff that includes collaborative learning, instructional technology, and performance outcomes.

Responsibility: Dean of Academic Affairs

Timeline: June 2000

Expansion of Partnerships, Offerings, & Outreach

We intend to expand current partnerships. We will be a resource to our local, regional, and national communities. We will provide exceptional service to all of our partners and neighbors.

STRATEGIC ISSUES:

- How can Salem Community College expand its community education offerings to provide a high-quality, comprehensive lifelong learning program?
- How can Salem Community College expand its business and industry partnerships?
- How can Salem Community College strengthen its reputation in the community?

HISTORICAL CONTEXT

By expanding community and customized education partnerships, offerings, and outreach, Salem Community College will not only be better able to serve the community, but will also greatly benefit from the community's input and increased enrollment.

Salem Community College has several strengths related to this strategic value, including providing high-quality, personalized, customized and affordable programs, providing flexible scheduling to accommodate special populations, and strong relationships already in place with business and industry partners, K-12 school district partners, and community-based organizations. Internally, the following weaknesses must be considered: a limited program of community education offerings; a lack of clarification on the appropriate action needed to provide educational services through technology-based delivery mediums; and a lack of current research on current market share, potential niche and target markets and individual and business markets. There are numerous opportunities for the College to expand partnerships, including the county's aging population, a growing medical field, welfare reform, Internet-based programming possibilities, industry workforce reductions and continuing education and certification requirements in professional fields. Other factors that should be considered in developing a plan to meet this value including the challenges of a shift in educational perspectives requiring more stringent and specific educational performance outcomes, the risk of losing potential market share, including current students, to private vendors in the area of technology-based (Internet) courses and virtual college(s), and a great deal of competition for alternative funding sources (i.e., grants).

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STRATEGIC ACTIONS

Expand Community & Customized Education Partnerships

First Initiative: Determine the continuing education needs of the community, and develop new programs based on needs.

Responsibility: Director of Community & Customized Education

Timeline: Needs Assessment: November 1999
Pilot Experimental Programs: January 2000
New Program Initiation: June 2000

Second Initiative: Expand current number of delivery locations.

Responsibility: Director of Community & Customized Education

Timeline: Full Implementation: August 2000

Expand Business and Industry Partnerships

First Initiative: Pursue customized training grants from employers and Department of Labor.

Responsibility: Director of Community & Customized Education

Timeline: June 1999 (ongoing)

Second Initiative: Enhance community and customized education and training through the development of "flagship" programs.

Responsibility: Director of Community & Customized Education

Timeline: June 1999 (ongoing)

Expand Community and Customized Education Through Various Delivery Mediums

First Initiative: Expand distance and technology-based learning opportunities for C&CE students/participants.

Responsibility: Director of Community & Customized Education

Timeline: September 2000 and ongoing.

Increase the Pool of, and Improve the Quality of C&CE Adjunct Faculty

First Initiative: Recruit, hire, and provide regular assessment and training for adjunct faculty.

Responsibility: Director of Community & Customized Education

Timeline: Recruitment: June 1999
Assessment & Training: June 2000

Progressive Marketing, Enrollment Management & Retention

We are dedicated to reaching the largest most diverse population of students possible. We are committed to providing a level of excellence in service unmatched by any competitor. We will continue to enrich our community and to demonstrate a high level of respect for the integrity of all of our stakeholders.

STRATEGIC ISSUES

- How do we reinforce a positive perception of Salem Community College's responsiveness to the needs of our community?
- How can Salem Community College increase enrollment?
- How can students be assisted in learning?
- What type of system can Salem Community College use to move students through developmental courses more effectively?
- How can Salem Community College provide better access of student data to faculty, staff, and students to improve academic advising and student retention?

HISTORICAL CONTEXT

In response to the threats posed by increased competition from other educational enterprises and a static county population with increasingly diverse personal and professional needs, the implementation of this goal is essential to the advancement of the College.

A history of limited data and objective analyses regarding our constituents' perceptions of Salem Community College, educational/training needs, and goals, clearly place the institution at a disadvantage in the marketplace. Although attempts to collect data have been made in the past, college staff have guided them with no formal training in market analysis. Ongoing effective data collection and market analysis are crucial to understanding and correcting the persistent decrease in credit hours over the past three to four years.

The current student academic management system (CAMS) has been cited as insufficient by a number of planning subcommittees. It is unreliable, and often inaccurate. Consequently, it is difficult for faculty, professional staff and most importantly, students, to utilize it for advisement and academic planning purposes. Since some of the key

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components of CAMS have never been brought online (e.g., an integrated degree-audit system which students can access individually), the College's goal of motivating students to take responsibility for the direction of their academic life is severely compromised.

In 1996, 23.4% of first-time, full-time students graduated within four years of starting their matriculation. With a mean retention rate of 39% over five years, coupled with a total credit hour decrease of 31% in the same time period, there is a critical need for re-developing the student advising system. A revised system will steer students towards appropriate careers/transfer opportunities that will elevate our reputation in the community, and increase enrollment and retention.

The New Jersey Commission on Higher Education released a capacity study on New Jersey's higher education system in April 1998. This study directly articulated a concern about Salem Community College's enrollment level. The report stated that research suggests that 'economies of scale' were fully realized only when two-year institutions reach a level of 1,000 to 1,500 FTE. In addition, our Vision 2000 goals stated that the College was committed to reaching a headcount of 1,500 implying an FTE of 1,000. Given our previous goals and the validation of the Vision 2000 goal by the Commission's report, we wish to reaffirm our commitment to reaching at least 1,000 Full-time Equivalent Students, and believe the actions presented below indicate a solid next step in making this goal a reality.

STRATEGIC ACTIONS

Marketing & Recruitment Efforts

First Initiative: Develop a campus-wide marketing/recruitment plan.

Responsibility: Director of Student Services, Dean of Academic and Student Affairs, & Advancement Team

Timeline: Committee Formed: June 1999
Data Collection & Analyses: June 1999 (Ongoing)
Development & Implementation of First Year of Multiyear Plan: November 1999
Evaluate & Revise Plan: November 2000

Second Initiative: Improve capture rate of Salem County high school graduating seniors

Responsibility: Director of Student Services

Timeline: September 1999 (Ongoing)

Student Retention & Record Management

First Initiative: Acquire and implement a new Student Academic Management Computer System.

Responsibility: Director of Information Technology & Director of Student Services

Timeline: Computer Program Purchase Recommendation: Sept 1999
Install Software & Train Staff: September 1999-June 2000
Full Implementation: June 2000

Second Initiative: Review and modify the current method of placement testing and revise the current developmental program to better assist students in reaching their educational goals.

Responsibility: Assistant Dean of Academic Affairs, Coordinator of Admissions, Coordinator of Special Populations, & Developmental Faculty

Timeline: Placement Testing Pilot: September 1999
Computerized Placement Testing Optional Use: December 1999
Computerized Placement Testing Full Implementation: June 2000

Developmental Programs Reviewed: September 1999-June 2000
Developmental Program Changes Piloted: September 2000
Programs Officially Modified: December 2000

Third Initiative: Development and implementation of a College-wide advising and mentoring program to enhance students' ability to effectively manage their education.

Responsibility: Director of Student Services, Dean of Academic and Student Affairs, & Assistant Dean of Academic Affairs

Timeline: Advising/Mentor Program Development: June 1999-December 2000

Mentor Pilot Program: September 1999-December 2000
Mentor Full Implementation: December 2000

Advising Pilot Program: January 2001
Advising Full Implementation: September 2001

Revenue and Human Resource Optimization

Our people are our greatest asset. We are committed to the professional and personal development of one another. We promise to continuously evaluate and enhance the level of service we provide through the expansion of internal cooperation and systematic lateral processes. We will rise to every challenge and will take the initiative to optimize revenue and human potential to become leaders each and all.

STRATEGIC ISSUES

- How can Salem Community College best celebrate and enhance the strengths of the people who work daily to make our mission a reality for all of our stakeholders?
- How can Salem Community College maximize its human resource development over the next three years?
- How can Salem Community College optimize its financial resources over the next three years to pay for the initiatives identified in the strategic planning process?
- How can Salem Community College upgrade its budget software/procedures to provide better information and be more user friendly?

HISTORICAL CONTEXT

Salem Community College has historically been decentralized relative to human resources matters. The Business Office will continue its efforts in centralizing these functions. Personnel files will all be standardized and centralized. Employee training will be developed and coordinated through the centralized personnel division. Process mapping will continue throughout the remainder of the college and be coordinated through the Business Office. Human resources will continue aiding the college administration in the mainstreaming of employee compensation/reward efforts.

The current budget system is cumbersome and narrowly focused in the Business Office. The Business Office will work with the information technology department to either identify a new software package that is interactive accurate and accessible to all employees in "real time" or if the current system allows to bring these features into use and train all pertinent personnel in its operation.

The College administration and staff are continuing to monitor and improve their departmental financial activities. The College must be proactive in its efforts to enhance

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and expand revenue. This needs to be done by increasing investment revenue, increasing grant revenue and expanding college partnerships that provide revenue.

STRATEGIC ACTIONS

Comprehensive Human Resources Development

First Initiative: Initiate and complete the mapping process throughout the remainder of the College to increase employee productivity.

Responsibility: Dean of Administrative Services

Timeline: Business Office Completed: July 1999.
Complete Review of Support Staff Functions: December 1999.
College Completed: June 2000.

Second Initiative: Develop and Implement a Comprehensive Human Resources/Compensation Reward system to strengthen college employee morale.

Responsibility: Dean of Administrative Services

Timeline: Development: June 2000
Full Implementation: June 2001

Third Initiative: Standardize and systematize the personnel administration system.

Responsibility: Dean of Administrative Services

Timeline: December 1999 (Ongoing)

Streamline and Update the Budget Process

First Initiative: Conduct a needs assessment and transform current budget process.

Responsibility: Dean of Administrative Services

Timeline: Needs Assessment & Software and System
Update: June 1999-May 2000
Departmental Planning Based Budgets for FY 2001: November 1999

Revenue Enhancement and Optimization

First Initiative: Optimize investment revenue.

Responsibility: Dean of Administrative Services and Board Finance Committee

Timeline: December 1999 (Ongoing)

Second Initiative: Increase grant revenue.

Responsibility: Advancement Team

Timeline: Plan and Strategy Developed: January 2000
Strategy Implementation: January 2000-August 2000
Update on Progress: December 2000

Enhanced Information Technology Infrastructure

We are committed to serving our students and community as a technological resource. We will make technology a tool that works for us and facilitates the expansion and enhancement of our academic programs and student services. Technology will serve our stakeholders and will move us toward a "culture of accomplishment."

STRATEGIC ISSUES

- How can Salem Community College maintain continuous improvement in the deployment and use of technology?
- How can Salem Community College best utilize technology to provide support services to the collegiate community?
- How can Salem Community College take advantage of the internet based services?
- How can Salem Community College best expand its alternative educational delivery system?

HISTORICAL CONTEXT

Salem Community College has a legacy of commitment to technological services provided to the collegiate community. As part of the ongoing planning process, the College developed a Technology Plan to guide the deployment and implementation of technology. The College was successful in applying for and receiving Higher Education Technology Infrastructure Funds that are being utilized to update and acquire network wiring, connectivity equipment, software management systems, and computer workstations.

The Information Technology department is undergoing significant change to provide the management and support services necessary for successful deployment of technology throughout the collegiate community. As part of the strategic planning process, the Information Technology subcommittee identified many opportunities that are available to the IT department to provide software and hardware support and service. These opportunities are currently being analyzed to determine the importance and priority for implementation in concert with the collegiate mission and vision statements.

The College has been providing technology services to the collegiate and K-12 educational communities and the Salem County government. The opportunities made available by expanding the internet and intranet services to the community are being

realized through the collegiate website and the provision of internet services to Salem County Schools. The IT department is reorganizing and improving web based services to include all collegiate departments in the website so that timely updates are available concerning collegiate activities.

STRATEGIC ACTIONS

Implement a Program to Upgrade Hardware and Software to Achieve Standardization and Continuous Improvement.

First Initiative: Implement the Technology Plan with the HETIF funding.

Responsibility: Director of Information Technology

Timeline: Complete infrastructure and equipment implementation by October 1999.

Second Initiative: Implement the Technology Plan for the upgrading of all collegiate hardware and software systems on a cyclical basis.

Responsibility: Director of Information Technology

Timeline: Ongoing updates on a 12-18 month basis.

Provide Ongoing Hardware and Software Training Program for the Collegiate Community.

First Initiative: Implement a training schedule for the use of collegiate wide software systems to empower students and staff.

Responsibility: Director of Information Technology

Timeline: Begin training by October 1999.

Develop and Expand the Use of the Salem Community College Internet/Intranet Services.

First Initiative: Assign internet administrative responsibilities to a network administrator to plan and implement an update and implementation plan for the existing internet service provision.

Responsibility: Director of Information Technology

Timeline: Begun January 1999 (Ongoing)

Second Initiative: Convene a collegiate committee to provide input and advice concerning the organization of the internet and intranet, including the collegiate web site.

Responsibility: Director of Information Technology

Timeline: Begun January 1999 (Ongoing)
First website update: August 1999

Develop and Expand the Use of Alternative Educational Delivery Mediums.

First Initiative: Research and identify potential educational delivery modalities to expand current academic offerings.

Responsibility: Director of Information Technology

Timeline: January 2000

Second Initiative: Develop system of alternative educational delivery, purchase necessary hardware and software, deliver training, and implement system.

Responsibility: Director of Information Technology

Timeline: Development & Purchase: June 2000
Full Implementation: September 2000

Progress and Growth in the Physical Infrastructure

We realize that the quality, aesthetics, and comfort of facilities will influence our students' abilities to learn and our employees' ability to perform. We are dedicated to the continued enhancement of all of our physical structures.

STRATEGIC ISSUES

- How can Salem Community College better serve students, staff, and the general public in terms of facility comfort and cleanliness?
- How can Salem Community College make more effective use of existing facilities?
- How should Salem Community College allocate available and anticipated funding for construction and renovations?

HISTORICAL CONTEXT

There is never a second chance to make a first impression. A good first impression establishes a comfort zone for a new student, imbues an employee with a sense of ownership, and helps to ensure favorable reactions by the general public. Maintaining the impact of a good first impression on a daily basis is equally important.

A clean, comfortable, properly utilized facility maintained by a conscientious, trained staff should be our ultimate goal. Salem Community College has the ability to realize this goal by utilization of its positive leadership, capable staff, excellent technical capabilities, and marquee venues such as the Glass Center, Davidow Theatre, and DuPont Field House.

Through partnerships with the state and county that allow Salem Community College to participate in programs such as Chapter XII funding, the fiscal requirements of these initiatives can be met.

STRATEGIC ACTIONS

Computerized Planned/Preventive Maintenance Program.

First Initiative: Install hardware, select software compile and input relevant data.

Responsibility: Director of Campus Operations; IT staff

Timeline: Install: December 1999
Data Input: December 1999-June 2000
Completed: June 2000

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Second Initiative: Training in and implementation of new maintenance system.

Responsibility: Director of Campus Operations

Timeline: Concurrent with System Phase in: December 1999 (Ongoing)

Improved Maintenance and Custodial Functions.

First Initiative: Task specific training.

Responsibility: Director of Campus Operations

Timeline: Complete by June 2000

Second Initiative: Re-establish recycling program.

Responsibility: Director of Campus Operations

Timeline: Complete by June 2000

Enhanced Appearance and Functionality of Physical Plant.

First Initiative: Prioritization of construction and renovation projects.

Responsibility: Board of Trustees' Facility Committee, President, Dean of Administrative Services, Director of Campus Operations

Timeline: June 1999-December 2001

Elevated Internal and External Communication

We are committed to creating a culture of trust and success through the enhancement of internal communication systems and the elevation of public relations and external communication. We will reach each and every one of our goals by demolishing the barriers to change we have constructed.

STRATEGIC ISSUES

- How can Salem Community College establish an identity that brings it regional and national prominence, and ultimately more students?

- How can better internal communication help Salem Community College staff and faculty improve their effectiveness and efficiency?

HISTORICAL CONTEXT

To enhance external communication, Salem Community College must build upon its partnerships with other educational institutions, business/industry, and expand its outreach to regional and national media. To accomplish this goal, Salem Community College must address the "place-of-last-resort" image of community colleges.

An enhanced external communication plan will lead to a highly selective glass technology program; consistently well-subscribed glass art courses; a highly selective INNOVATIONS program; positive regional and national coverage of marquee programs; increased revenues for community and customized training; the long-term success of Salem Center; increased partnerships with academic, governmental, social service, and business/industry interests; and improved community perception.

Enhanced internal communications will help streamline processes and decision making, leading to a more effective and efficient operation. Technology is key to an improved system. Therefore, the Technology Plan the College is currently implementing will serve as the backbone for improved internal communications. Training in effective use of technology, as well as training in group processes and effective communication behaviors, will be critical to this goal's successful implementation. An in-house marketing campaign highlighting the benefits and outcomes of improved internal communications should be conducted.

An enhanced internal communication system will lead to higher levels of trust among members of the college community, leading to more open, honest communication, greater

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collaborative efforts, and more substantive results. An increase in the number of empowered functional teams for strategic decision-making, planning, implementation and evaluation; and an increased number of informed, supportive ambassadors for the College will improve both the external and internal communication systems.

STRATEGIC ACTIONS

Public Relations Advertising/Marketing

First Initiative: Develop a comprehensive public relations and advertising campaign to fully implement the marketing plan.

Responsibility: Director of Public Relations

Timeline: November 1999 (Ongoing)

Institutional Advancement

First Initiative: Develop a systematic Advancement Plan for Salem Community College that emphasizes enhanced internal communication systems, increased grant and development funding, systematic public relations, curriculum-based and community-enriching cultural events, and the development of the Alumni Ambassador Program.

Responsibility: Advancement Team

Timeline: December 1999

Second Initiative: Implement the Salem Community College Advancement Plan to assist in providing support and funding for new program development, increased employee morale, increased community outreach, the cultivation of increased partnerships, and the development of a system of continuously improving community perception.

Responsibility: Advancement Team, College President, Senior Staff

Timeline: January 2000

President's Message: A Vision of Our Future

Members of the Salem Community College student body, faculty, administration, professional staff, and support staff worked very diligently with Board of Trustees, and many community members over the past six months to develop a shared vision, mission, and plan to insure that our institution is an asset to the community. To reach this expectation, the vision for the future and the mission to guide us must be trusted, embraced, and endorsed by our stakeholders.

Therefore at Salem Community College, planning must be valued as a means for achieving our long-term goals and vision not simply fulfilling a regulatory or administrative requirement. The plan contained within this document must be viewed as a living and dynamic standard of excellence we expect to achieve. The values, issues, and goals we have chosen to pursue resulted from a data based decision-making process, and will only be achieved through the proper allocation of resources. Equally important is the realization that these values and goals can only be fully met through the active participation of all segments of our organization, and the development of effective partnerships with all of our stakeholders. I believe the strength of this plan is that it emerged from within our organization, and was validated by active participation of our internal and external stakeholders.

To accomplish our plan, we have defined the importance of providing quality and affordable education in a dynamic learning environment through personalized services to a diverse community. It is clear that the enhancement of our core competencies and the improvement of our credit and degree courses and programs, as well as the expansion of our community and customized education offerings will fulfill our mission. All of our plans are directed at fulfilling the mission through the empowerment of all members of the college community by unleashing their creativity in addressing these challenging goals.

To succeed in this dynamic economy, we must continuously improve the quality of our programs and services. This continued improvement, I believe, will build the reputation of the college and will result in more of our constituents choosing Salem Community College to enrich their lives.

We find ourselves at a critical time as we set the future direction of Salem Community College. I believe we have started our journey with the creation of this plan, and I would like to thank all those who participated as a member of the strategic planning team for their commitment and efforts.

Sincerely,
Peter B. Contini, Ed.D.

Strategic Plan Action Item Checklist

Planning Items

ACTION	RESPONSIBLE	TO BE COMPLETED	PERCENT COMPLETED
Strategic Planning Management Plan	*Director, Research & Planning*	*August 1999*	
Departmental Plans	*Director, Research & Planning*	*Draft: August 27, 1999 Final: October 1, 1999*	
Strategic Planning Fiscal Plan	*Dean, Admin. Services*	*November 1999*	

Effective Teaching, Learning, and Assessment

ACTION	RESPONSIBLE	TO BE COMPLETED	PERCENT COMPLETED
Program Review Schedule and Process Developed	**Dean, Academic & Student Services**	**December 1999**	
Initial Program Advisory Comm/	**Dean, Academic & Student Serv.**	**January 2000**	
Outcome Assess. Model & Sched.	**Dean, Academic & Student Serv.**	**January 2000**	
Pilot Outcomes Assessment Model	**Dean, Academic & Student Serv.**	**January 2000**	
Program Advisory Committees Dev.	**Dean, Academic & Student Serv.**	**June 2000**	
Faculty Development Plan	**Dean, Academic & Student Affairs**	**June 2000**	
Course & Program Review 1st Set	**Dean, Academic & Student Affairs**	**December 2000**	
Outcome Assessment Implementation	**Dean, Academic & Student Services**	**December 2001**	
Outcomes Assessment Evaluation	**Dean, Academic & Student Affairs**	**September 2002**	

Expansion of Partnerships, Offerings, & Outreach

ACTION	RESPONSIBLE	TO BE COMPLETED	PERCENT COMPLETED
Pursue Training Grants	Director, Comm. & Cust. Ed.	June 1999 (Ongoing)	
Develop CC&E Flagship Programs	Director, Comm. & Cust. Ed.	June 1999 (Ongoing)	
Community Ed. Needs Assessment	Director, Comm. & Cust. Ed.	November 1999	
Pilot New C&CE Courses	Director, Comm. & Cust. Ed.	January 2000	
Hire & Train CC&E Adjuncts	Director, Comm. & Cust. Ed.	June 2000	
Expand C&CE Delivery Locations	Director, Comm. & Cust. Ed.	August 2000	
Expand CC&E Distance Opps.	Director, Comm. & Cust. Ed.	September 2000	

Progressive Marketing, Enrollment Management, & Retention

ACTION	RESPONSIBLE	TO BE COMPLETED	PERCENT COMPLETED
Form Marketing Committee	Director, Student Services	June 1999	
Develop Market Data	Director, IR&P	June 1999 (Ongoing)	
Increase Salem HS Capture Rate	Director, Student Services	September 1999 (Ongoing)	
Placement Testing Pilot	Assist Dean, Academic Affairs	September 1999	
Remedial Program Review	Assist Dean, Academic Affairs	September 1999 – June 2000	
Mentor Pilot Program	Assist Dean, Academic Affairs	September 1999 – December 2000	
Marketing Strategy Develop. & Implementation	Director, Student Services	November 1999	
Comp. Placement Testing (Option)	Assist Dean, Academic Affairs	December 1999	
Computerized Placement Testing	Assist Dean, Academic Affairs	June 2000	

ACTION	RESPONSIBLE	TO BE COMPLETED	PERCENT COMPLETED
Computer Student System Upgrade	Director, Student Services	June 2000	
Revised Remedial Programs Pilot	Assist Dean, Academic Affairs	September 2000	
Marketing Strat. Evaluation	Director, Student Services	November 2000	
Revised Remedial Program	Assist Dean, Academic Affairs	December 2000	
Mentor Program Implemented	Assist Dean, Academic Affairs	December 2000	
Advising Program Pilot	Director, Student Services	January 2001	
New Advising Program	Director, Student Services	September 2001	

Revenue and Human Resource Optimization

ACTION	RESPONSIBLE	TO BE COMPLETED	PERCENT COMPLETED
Transform Budget Process	Dean, Admin. Services	June 1999-May 2000	
Process Mapping Business Office	Dean, Admin. Services	July 1999	
Standardize Personnel Files	Dean, Admin. Services	December 1999	
Optimize Revenue	Dean, Admin. Services	December 1999	
Support Functions Process Mapping	Dean, Admin. Services	December 1999	
HR/Compensation Plan Developed	Dean, Admin. Services	June 2000	
Process Mapping (College)	Dean, Admin. Services	June 2000	
HR/Compensation Plan Implemented	Dean, Admin. Services	June 2001	

Enhanced Information Technology Infrastructure

ACTION	RESPONSIBLE	TO BE COMPLETED	PERCENT COMPLETED
Update College Website	Director, IT	August 1999 (Ongoing)	
Implement Technology Plan	Director, IT	October 1999	
Conduct Tech. Training	Director, IT	October 1999 through June 2000	
Expand Altern. Ed. Delivery	Director, IT	Completed by September 2000	

Progress and Growth in the Physical Infrastructure

ACTION	RESPONSIBLE	TO BE COMPLETED	PERCENT COMPLETED
Prioritize Construction	Director, Campus Operations	June 1999 (Ongoing)	
Implement Planned Maint.	Director, Campus Operations	June 2000	
Recycling Program	Director, Campus Operations	June 2000	

Elevated Internal and External Communication

ACTION	RESPONSIBLE	TO BE COMPLETED	PERCENT COMPLETED
PR/Advertising Campaign	Director, Public Relations	December 1999	
Advancement Plan Development	Advancement Team	December 1999	
Increase Grant Revenue	Advancement Team	Plan: January 2000 Increase: Dec. 2000	
Advancement Plan Implementation	Advancement Team	Begin: January 2000	
PR/ Advertising Campaign	Director, Public Relations	April 2000	

Planning Process & Acknowledgements

According to Peter Drucker, strategic planning is the continual process of making entrepreneurial (risk-taking) decisions systematically and with the greatest knowledge of their futurity; organizing systematically the efforts needed to carry out these decisions; and measuring the results of these decisions against the expectations through systematic feedback. Using this definition as a basis, Salem Community College created a process where strategic planning was accomplished through the creation of initiatives tied to the mission of the organization.

This plan was created from a process that involved a large number of the stakeholders, that was data driven, and that emerged from an arena of consensus that was cross-institutional and heterarchical in authority. The College would like to thank all of those individuals that assisted Salem Community College in developing this plan, as well as all those who will assist the College in achieving its vision and living out its mission.

Each of the following individuals is vital to the long-term success of Salem Community College, and have actively demonstrated this through their support of long-term goals and/or planning at the College.

President

Peter B. Contini, Ed.D.

Board of Trustees

Roger E. Nathan, Chairman
Dr. David Klinke, Vice Chairman
Michael D. Danner
Steven J. Dickerson
Michael Elwell
Dorothy Hall
Carl Howell
Edward A. Jones
Richard G. Neil
Carrie Ruffin
Colette Macindoe, Alumni Trustee
Mary E. Scott, Board Secretary

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Board of Chosen Freeholders

C. David Sparks, Jr., Director
John A. Kugler, Deputy Director
Susan Bestwick
Michael H. Facemyer
R. Benjamin Simmermon
Charles R. Sullivan
Clinton H. Ware

Strategic Planning Participants

William Austin, Dir.
Theresa Angelus
Joan Baillie
Evon Bobo
Janet Bohn
Jeffrey Bracale
Michael Burbine
Suzanne Campo
Thomas Chisholm
William Clark
Gail Coley
Raymond Constantine
David Corrigan
Reva Curry
Catherine Dailey
Lillian Davis
Donna Dobie
Richard Duffy
Keith Duke
Bonnie Englett
Adam Gagliardi
Carol Gilliard
Alice Gloor
Jon Hall
Terri Harrison
Judy Hawkinson
Sandy Hefner
Herbert Hernandez
Laura Hitchner
Jeffrey Huckel
Amy Hurst
Lucy Jimenez
Lorraine Johnson
Sandy Jones-Congleton
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Susan Keinan
Cil Knutsen
Nancy Lee
Clyde Lynard
Karen Mattison
Molly McGowan
David Moffett
Elaine Morganstein
Patricia Musser
Barbara Nixon
Joan Oliver
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Leanne Patterson
Janet Preston
Brenda Quinn
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James Sherman
Linda Shute
Barbara Simmens
Katherine Smalley
Linda Smith
Lawrence Spellman
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Geoffrey Worrall
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Contact & Supplemental Documents List

For additional information or clarification of material contained in this report please contact:

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Supplemental documents to support this plan are available from the Research and Planning Office at Salem Community College, they include:

- **1999 SCC Strategic Planning Process Workbook** *(Available February 1999)*
- **1999 SCC Strategic Planning Management Plan** *(Available September 1999)*
- **1999-2001 Departmental Plans** *(Available December 1999)*
- **1999 SCC Strategic Planning FY 2001 Fiscal Plan** *(Available December 1999)*

APPENDIX B

Strategic Planning Senior Staff Authoring Meeting

1. **Today's Agenda**
   - **Review each of the goals**
   - **Review Goals, Narrative, and Major Objectives**
   - **Some objectives are very detailed, other less detailed, some very concise, others very verbose, the main point is that we are exactly where we should be and in most cases about one month ahead of schedule. We need to consider in more detail many of the long-range implications.**

2. **Month of June**
   - **Hold meeting with planning team to review board meeting outcomes**
   - **Retrieve Diskettes of each goal from members and deliver to OIR&P**
   - **Steering Committee Meets (Austin Chair, and each Planing Team Chair)**
   - **Steering Committee Prioritizes, Consolidates, and if necessary removes goals, and creates single document: institutional plan.**
   - **Hold meeting with planning team prior to next Board Meeting to review institutional plan.**
   - **Revise plan if necessary and present to Board.**
   - **Austin and Contini revise and complete plan by June 14, 1999.**

3. **Board Presentation**
   - **Review Goals, explain in narrative, and briefly review each major objective.**

Originally Proposed 1999 SCC Strategic Plan Contents

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Introduction ..... PG#

Vision & Mission of Salem Community College ..... PG#

Situational Analysis ..... PG#

Strategic Goals ..... PG#
1. Effective Teaching, Learning, & Assessment ..... PG#
2. Expand Community Partnerships ..... PG#
3. Progressive Marketing, Enrollment Management & Retention ..... PG#
4. Expand Resource Development ..... PG#
5. Develop & Support Information Technology Infrastructure ..... PG#
6. Develop & Support Campus Physical Infrastructure ..... PG#
7. Enhance Internal & External Communication ..... PG#

President's Message: A Vision of Our Future ..... PG#

Planning Process And Acknowledgements ..... PG#

Supplemental Document List ..... PG#

Strategic Goal Template

(Each Goal Narrative Should be No More Than 2 pages)

NAME GOAL

STRATEGIC ISSUES

In a series of (1 to 3) poignant questions raise the strategic issues that this goal must address.

EXAMPLE

- How can the college best utilize technology to strengthen services to students and administrative processes?
- How can the college develop alternative funding sources to meet the program development needs of the future?
- How can the college improve its external reputation?
- How can the college adequately assess the performance outcomes of its graduates?

HISTORICAL CONTEXT

In three paragraphs or less (i.e., no more than ½ - ¾ page) explain the current situation the strengths, weaknesses, opportunities, and threats for SCC. Transition thoughts from the situational analysis into the Strategic Actions (i.e., use anticipated outcomes section of previous work).

STRATEGIC ACTIONS

Utilize your goals from the last Board Meeting to develop this section.

EXAMPLE

Program Review and Outcomes Assessment

First Initiative – Develop a process for the systematic review of syllabi.
Responsibility – Dean of Academic Affairs
Timeline – Complete by Fall 1999

Second Initiative – Develop a systematic program review process.
Responsibility – Assistant Dean of Academic Affairs
Timeline – Complete by Fall 1999.

APPENDIX C

Senior Staff Retreat

June 17-18, 1999

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Retreat Agenda
June 17-18, 1999

June 17, 1999

- Review of Strategic Plan *9:00 AM - 10:30 AM*
- Break *10:30 AM - 10:45 AM*
- Organizational Structure *10:45 AM - 12:00 PM*
- Lunch *12:00 PM - 12:30 PM*
- Leadership Strategies *12:30 PM - 1:30 PM*
- Break *1:30 PM - 1:45 PM*
- Departmental Planning *1:45 PM - 3:15 PM*
- Next Steps *3:15 PM - 3:30 PM*
- Homework

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Retreat Agenda
June 17-18, 1999

June 18, 1999

- Open Forum *9:00 AM -9:30 AM*
- Review of Departmental Planning *9:30 AM -10:30 AM*
- Break *10:30 AM - 10:45 AM*
- Concluding Thoughts 10:45 *AM -11:30 AM*

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Review of Strategic Plan

- Accomplishments
- Living Document
- Budget FY 2001
- Next Steps

Seven Strategic Values

- **Effective Teaching, Learning, & Assessment**
- **Expansion of Partnerships, Offerings, & Outreach**
- **Progressive Marketing, Enrollment Management, & Retention**
- **Revenue and Human Resource Optimization**
- **Enhanced Information Technology Infrastructure**
- **Progress and Growth in the Physical Infrastructure**
- **Elevated Internal and External Communication**

Break

Organizational Structure

Institutional Commitment & Accountability

- Empowerment
- Use of Teams
- Reward Systems
- Flexibility
- Communication
- Process Management
- LEADERSHIP
- Vision

Organizational Structure

Individual Commitment & Accountability

- Strategic Priorities
- Departmental Strategic Priorities
- Departmental Operating Priorities
- Departmental Plan
- Ongoing Job
- Competency Expected
- Personal Development
- Values, Behavior, & Culture

Leadership Strategies

12:30 - 1:30

Leadership as a Theoretical Concept

Well Known Theorists & Practitioners

- Bardwick, J. M. "Peacetime Management and Wartime Leadership"
- Beckhard, R. "On Future Leaders"
- Blanchard, K. "Turning the Organizational Pyramid Upside Down"
- Bolt, J. F. "Developing Three-Dimensional Leaders"
- Bornstein, S. M. and Smith, A. F. "The Puzzles of Leadership"
- Bridges, W. "Leading the De-Jobbed Organization"
- Covey, S. R. "Three Roles of the Leader in the New Paradigm"
- DeCrane, A. C., Jr., "A Constitutional Model of Leadership"
- Farren, C. and Kaye, B. L. "New Skills for New Leadership Roles"
- Goldsmith, M. "Ask, Learn, Follow Up, and Grow"

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Questions

Lunch

Leadership as a Theoretical Concept

Well Known Theorists & Practitioners

- Handy, C. "The New Language of Organizing and Its Implications for Leaders"
- Helgesen, S. "Leading from the Grass Roots"
- Heskett, J. L. and Schlesinger, L. A. "Leaders Who Shape and Keep Performance-Oriented Culture"
- Hesselbein, F. "The 'How to Be' Leader"
- Kanter, R. M. "World Class Leaders: The Power of Partnering"
- Kouzes, J. M. and Posner, B. Z. "Seven Lessons for Leading the Voyage of the Future"
- Lawler, E. E. (1996). From the Ground Up: Six Principles for Building the New Logic Corporation.
- Leider, R. J. "The Ultimate Leadership Task: Self-Leadership"
- Pinchot, G. "Creating Organizations with Many Leaders"

Leadership as a Theoretical Concept

Well Known Theorists & Practitioners

- Pollard, C. W. "The Leader Who Serves"
- Senge, P. M. "Leading Learning Organizations: The Bold, the Powerful, and the Invisible"
- Smith, D. K. "The Following Part of Leading"
- Ulrich, D. "Credibility x Capability"
- Weber, G. B. "Growing Tomorrow's Leaders"
- Work, J. W. "Leadership and Organizational Culture"

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Dominant Leadership Theory

- Traitist
- Behavioral
- Contingency/Situational
- Emergent
  - Transformational

Images & Metaphors

A Leader is?

- Servant
- Steward
- Architect
- Human Potential Educator

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Leadership Versus Management

Quotable

*People cannot be **managed**. Inventories can be managed, but people **must** be led.* -- H.R. Perot

Your manage things, but you lead people. -- Grace Hopper, First Woman Admiral

Leadership, Management, Administration

ADMINISTRATION

- *Getting **things done through**. . .*
  - Policies, Procedures, & Politics

MANAGEMENT

- *Getting things done **through**. . .*
  - Planning & Budgeting, Organizing & Staffing, Controlling & Problem Solving

LEADERSHIP

- *Getting things done through. . .*
  - Establishing Direction, Vision, Mission, & Purpose, Aligning People, Motivation, and the Inspiration of People

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Distinguishing Leadership from Management

Influence	Authority
Leaders & Followers	Managers & Subordinates
Intend Real Changes	Produce & Sell Services
Changes Reflect Mutual Purposes	Services Result from Coordinated Activities

THE GOAL OF PLANNING IS CHANGE

- Management strives to maintain control and prevent change -- maintenance of status quo
- Leadership strives to challenge control and promote change -- to disrupt the status quo
- This dynamic leads to an inevitable (and healthy) tension between leading and managing that be balanced within our institution.

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ORGANIZATIONAL BALANCE IS EFFICIENT MANAGEMENT COUPLED WITH EFFECTIVE LEADERSHIP

DISCUSSION

LEADERSHIP/MANGEMENT BALANCE

- Is SCC led or managed?
- Do we have a solid balance of leadership and management within departments?
- Is there room left for improvement?
- As a leader am I willing and able to advance my core competencies?

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Questions

Transformational Leadership

- "Transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality." -- Burns, J.M. (1978). *Leadership*. NY: Harper
- **Criteria for Transformational Leadership**
  - Honor, Integrity, Equality, & Justice
  - The impact of leaders on the well-being of the persons whose lives such leaders touch.

Leadership Skills are Needed to Implement Strategic Plans

Personal Philosophy of Leadership

From Traitist to Transformational

- Who am I as a leader?
- Since leaders do the right things where managers do things right, what is the right thing?
- How will I know?
- How can I improve my skills & competency?

I am the Leader

Developing a Personal Philosophy

- Effective leaders believe in their mission and inspire others to believe as well.
- Leaders must focus more on people than procedures.
- Leadership means good communication.
- SCC needs leadership that can keep communication open, keep the focus on people, and work creatively on new ideas.

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Leadership Skill Development

- **Temperament Sorter**
  - What are my strengths?
  - How can I use my strengths to advance the Vision & Mission of SCC?
  - How can I use these strengths to lead SCC?
  - What must I change about myself?
- **Leadership Assessment Inventory**

Break

Departmental Planning

1:30 - 3:15

Implementing a Strategic Plan 101

The 18 Key Steps to Implementing a Strategic Plan

1) Develop an Accountability System
2) Turn Strategic Priority Issues Into Assigned, Measurable Action Plans.
3) Embed Departmental Planning.
4) Negotiate Individual Accountabilities.
5) Change the Organizational Structure -- Fast.
6) Change the People -- Fast.
7) Foster Creative Leadership & Mental Toughness.
8) Remove Resistance.

The 18 Key Steps to Implementing a Strategic Plan (Continued)

9) Use Teams (Appropriately).
10) Define a Future Culture.
11) Allocate Resources Effectively (Invest People & Money in the Future).
12) Align the Organization's Work with the Plan (Top to Bottom)
13) Empower Execution.
14) Select, Train, and Develop for the Future -- NOW.
15) Fix Broken Core Processes.
16) Communicate to Everyone, All the Time.
17) Review Performance.
18) Reward Strategic Results.

* *From Fogg, C.D., (1999). Implementing Your Strategic Plan. New York: AMACOM.*

Departmental Planning

- **Measurable Action Plans**
- **Individual Accountability Structure**
- **Team Formation & Development**
- **Resource Allocation**
- **Work Alignment**
- **Process Renewal & Revision**
- **Empowerment**
- **Communication**
- **Reward System (Evaluation)**

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Proposed SCC Departmental Planning Template

- **Direction Statement**
- **Strategic Priority Actions**
- **Summary of Action Plans**
- **Department Scorecard**
- **Strategic Summary**
- **APPENDIX A:** Market Segments, Needs, & Strategy
- **APPENDIX B:** Strategic Data, Options, & Choices
- **APPENDIX C:** Explication of Department Meetings & Decision Making Strategy

Questions

Next Steps

- Team commitment.
- Individual commitments.

- HOMEWORK: Handout on Today's Activities

Concluding Thoughts

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